

# LATIN NOTES

Published by the SERVICE BUREAU FOR CLASSICAL TEACHERS at Teachers College, Columbia University, New York. Eight Issues, October to May. Price of Subscription, 50 Cents.

Entered as second class matter March 20, 1924 at the post office at New York, N. Y., under the Act of March 3, 1879.

Address communications to Frances E. Sabin, Director of the Bureau

Vol. II

March, 1925

No. 6

## DEVELOPING AN APPRECIATION OF THE LITERARY QUALITIES IN THE LATIN AUTHORS READ

That some appreciation of the elements of literary technique employed by the Latin authors commonly read in the secondary schools is a desirable objective of the study of Latin has been frequently claimed. The Latin Investigation Report discusses this point on pages 68-71 where this significant statement is made: "The cultivation of this appreciation will depend upon the extent to which the pupil can be brought to recognize the use Latin authors make of literary technique in securing artistic effects." Perhaps the fundamental reason for the failure of most teachers to secure anything like adequate results in this connection is that they have never found time to make a close study of the literary style of the classical authors with which they are working, and to put the results in so concrete a form that they may be of immediate usefulness in the class room. The following study of Cicero's style suggests an effective form and method which may well be carried out in connection with other authors.

### Stylistic Devices in Cicero's Orations

The following statistics are offered in the hope that they will enable some teachers to explain to their students with greater ease just in what the greatness of Cicero's style consists. That the orator himself was perfectly conscious of the technique of his speeches appears clearly not only from the exordium to his Defence of Archias, but also from his detailed discussion in his *Orator ad Brutum*, in which he has used many illustrations from his own orations.

A few words of caution, however, will not seem amiss. First, the EYE alone can never do justice to works which were composed for the EAR. The best and most impressive exercise is therefore the intelligent recitation of a whole speech, first, by the teacher himself and then by the pupil. (Attention is here also called to the existence of phonographic records of selections from the speeches, which have of late been advertised in classical periodicals.) Since any one of the Catiline speeches can be recited in the limits of the usual recitation period, such practice does not consume an undue amount of time. Second, these statistics are likely to give a wrong impression. For the devices enumerated here rarely occur as isolated instances; rather are they combined and interlaced with a consummate skill. Nor are they evenly distributed through the orations. Cicero himself has laid down the rule that they are more appropriate to the epideictic speech than to the deliberative or forensic ones. Accordingly, we may expect more in the later part of the Archias than in others. The speech *De Imperio*, although deliberative, forms an exception. For here, I believe, the orator intentionally massed his technical "lights," since he knew well that on this speech rested the victory over Hortensius as the ranking public speaker of the day. Lastly, certain parts of each speech—exordium and peroratio—and also passionate outbreaks, call for more of these "high

points" than do other and quieter parts, such as probatio and refutatio.

If this sketch can induce teachers to enrich their own interest in Cicero by a careful analysis of any one speech, thus collecting the material for the imperatively needed history of Cicero's oratorical development, the writer will feel amply repaid for his labor.

I. ALLITERATION: The repetition of sounds—the term being applied most frequently to a series of two or more words beginning with the same letter.

The heading is too bald; for the ancients not only saw attractiveness in this device, but connected definite ideas with the effect of definite consonants. S, for example, had a soporific or a terrifying effect (*suadentque cadentia sidera somnum*, Vergil; *sicas vibrare et spargere venena*—heightened by chiasmus, Cic. Cat. II, 23). Noteworthy examples in the speeches are:

Cat. I, 3: *Catilinam caede vastare cupientem consules perferemus?*

Cat. I, 6: *commovere contra, neque nox nec, privata domus parietibus, continere coniurationis, muta mentem* (the effect heightened by massing).

Cat. II, 9: *diversa dissimili, perspicere possitis, nemo nequior, stuprorum et scelerum, frigore et fame perferendis fortis, industriae instrumenta.*

Cat. I, 3, 4(2), 5(2), 6(5), 9, 10(3), 11(3), 12(2), 13, 14(2), 15, 16(3), 17(6), 18(3), 19(4), 20, 21, 22, 23, 24(3), 26(2), 17(2), 28(3), 29(4), 39(2), 31(3), 32(2), 33(2).

Cat. II, 1(2), 3, 4(3), 5(3), 6(3), 7, 9(6), 10(5), 11(6), 12, 13(6), 14, 15(3), 16(2), 17(4), 18(8), 19(8), 20(2), 21(2), 22(3), 23(chiasmus), 24(2), 25(4), 26(3), 27(4), 28(5), 29(3).

Cat. III, 1(3), 2, 3(4), 4(3), 5(2), 6(2), 7(6), 8(2), 9(3), 10(5), 11(2), 13, 14(4), 15(5), 16(4), 17(4), 18(5), 20(10), 21(2), 22(6), 23(3), 24(2), 25(6), 27(8), 28(2), 29(3).

Cat. IV, 1(6), 2(6), 3(5), 4(3), 6(7), 7(6), 8(5), 9(3), 10(9), 11(7), 12(8) (chiasmus), 13(5), 14(3), 15(4), 16(3), 17(4), 18(6), 19(2), 20(2), 21(7), 22(5), 23, 24(5).

M. L. 1(2), 2(4), 4(3), 6(3), 7(3), 9(3), 10(2), 11(2), 12(6), 13(4), 14, 15, 16(2), 17(2), 18(3), 19(3), 20(4), 21(3), 22(6), 23(5), 24(5), 25(3), 26(2), 27(2), 29(6), 30(5), 31(3) (chiasmus), 32(7), 33(6), 34, 35(4), 36(3), 37(3), 38(2), 39(3), 40(2), 42(2), 43, 44, 45(6), 46(2), 47(4), 48(3), 49(2), 50(3), 51(2), 52(2), 53, 54(3), 55(3), 56, 58(2), 59(2), 60(3), 61, 62(4), 63(2), 64(2), 65, 66, 67(2), 69(3), 70(3), 71.

Arch. 1(5), 2, 3(2), 4(3), 5, 6(2), 8(2), 9(chiasmus), 10, 11, 13(3), 14(3), 15(2), 16(3), 18, 19(7), 20, 21(3), 24, 25, 26(3), 27, 28(2), 29, 30(5), 31(3).

II. ANAPHORA: The use of the same or a similar word in the same place in successive clauses.

This Cicero rightly uses but sparingly, since it is appropriate rather to passion and excitement. The

best known example is probably Cat. I, 1, with the sixfold repetition of *nil* at the beginning of each phrase. Very rarely the effect is increased by repeating the device twice in close succession, as Cat. III, 17, where *tam* is repeated six times, followed by *ut signum, ut litterae*. Still stronger is Cat. IV, 2 (in the exordium) with six repetitions of *non*, followed immediately by four repetitions of *multa*.

#### OTHER EXAMPLES:

- Cat. I, 1, 2, 3, 4(2), 9, 10, 11, 13, 20, 22, 23, 32.  
 Cat. II, 6, 7, 10, 11, 12, 13, 17(2), 19, 27.  
 Cat. III, 13, 17(2), 18, 21, 23, 26(2).  
 Cat. IV, 1, 2(3), 12, 14, 18, 23.  
 M. L. 6, 7, 8, 13, 14, 16, 30, 36, 56, 60.  
 Arch. 3, 14, 16, 18, 21, 28.

### III. ANTITHESIS: The juxtaposition of contrasted ideas.

This is one of the oldest devices—it was abused by the sophist Gorgias of the fifth century B. C.—and Cicero is extremely fond of it. It is often combined with other “tricks,” alliteration or assonance, chiasmus, concinnitas, and libration.

#### EXAMPLES:

Cat. I, 3: *mediocriter labefactantem—vastare cupientem, statum rei publicae—orbem terrae, privatus—consules, interfecit—perferemus.*

M. L. II: *vera laus detracta—falsa adfecta; maiores mercatoribus tractatis bella gesserunt—vos tot necatis debetis; legati quod erant... patres Corinthum exstinctum esse voluerunt—vos inultum esse patiimini, qui... necavit; illi libertatem imminutam non tulerunt—vos ereptam vitam neglegetis?*

Arch. 16: *at haec studia adolescentiam alunt—senectutem oblectant, secundas res ornant—adversis solacium praebent, delectant domi—non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur* (where the effect is heightened by ending the paragraph with three verbs that are not contrasted and by impressing the ear at the close by the rime, *antur*).

- Cat. I, 1, 2(3), 3(3), 4(2), 7(2), 9, 10, 11, 13, 14(2), 15, 16(2), 17(2), 18, 19, 20, 21(2), 22(5), 23(2), 25(2), 26, 27(3), 29(3), 30(2), 31, 33(2).  
 Cat. II, 1, 2, 3, 5(2), 6, 8, 10(4), 11(5), 14(4), 15(2), 16(3), 17, 18(3), 19, 20(2), 21(4), 22(2), 24(5), 25(6), 26, 27, 28(2), 29.  
 Cat. III, 1, 2(2), 4, 6, 9, 10, 13, 15(2), 17(2), 21, 22, 24(2), 25, 26, 27(3), 28, 29(2).  
 Cat. IV, 1, 2, 6, 7(4), 10, 11(2), 12(2), 13, 15(2), 16(2), 17, 18, 19(2), 20(2), 21, 22(2), 23.  
 M. L. 1(2), 2, 3(2), 4, 5, 6, 7(2), 8(3), 9, 10(4), 11(4), 12, 13(2), 16, 18(3), 19(2), 20, 22(2), 23(3), 24, 25(2), 27, 28(4), 30(2), 31(3), 32, 33(5), 35, 37, 38(2), 39(3), 40, 41(3), 42(2), 43(2), 44, 45, 46, 47(4), 48, 50, 51, 52, 53, 54(2), 55(2), 59, 60(2), 61, 62, 63, 64, 66(2), 67(2), 70, 71(2).  
 Arch. 2, 3(2), 4(2), 5(3), 6(2), 8(5), 9(2), 10(2), 12, 13, 14(2), 15, 16, 17, 18, 19(2), 22(2), 23(2), 25, 26, 27, 28, 29, 30(3), 31, 32(2).

### IV. ASSONANCE: The collocation of words beginning with the same vowel or with the same syllable.

It is used more sparingly than alliteration, but is still very frequent.

Cat. I, 11: *comitiis consularibus consulem competitorum compressi conatus copiis concitato.*

Cat. II, 8: (effect increased by massing), *umquam ullo, alios amabat, aliorum amori, aliis, aliis, aliis* (combined with anaphora), *angulo, alieno.*

M. L. 1: *ad agendum amplissimus, ad, aditu,*

*adhuc, antea, attingere, afferri, amicorum, ætate, ætatem, auctoritatem, auderem.*

Cat. I, 4, 11, 16, 18, 20, 21, 24, 27, 30(2).

Cat. II, 1(2), 5, 6, 8(4), 9(2), 11(3), 13, 14(4), 15(3), 16, 18, 19, 22, 27.

Cat. III, 8(2), 10, 11, 13, 14, 17, 18(2), 19, 21, 24, 25, 26(2), 27, 29.

Cat. IV, 1(2), 2(3), 3(2), 5, 6(3), 7, 8, 9, 10(2), 11(2), 12, 14, 15, 17, 18, 21, 22.

M. L. 1(3), 4(4), 5, 7, 8, 9, 12, 16, 17, 19, 20, 21, 22(2), 23, 24, 26, 28, 30, 31, 33, 35, 36, 38, 40, 44, 45(3), 46, 47, 48, 49, 50, 52, 54, 58, 59, 64, 65, 67, 71.

Arch. 1, 2, 6, 8, 11, 14, 15, 16, 17, 18, 19, 28, 30.

### V. CHIASMUS: The reversal of the order of words in corresponding phrases.

With fine judgment Cicero avoids a too frequent use of this figure. But it is noteworthy that it appears more frequently in Cat. I (23 times) and M. L. (40 times) than in the other speeches. It is least frequent in Cat. III (12 times) and Cat. IV (13 times). Cat. I was probably rewritten with deliberation from the stenographic report, since it must have been originally delivered *ex tempore*, and the speech on Pompey's Command, as I pointed out in the introductory remarks, is a highly artificial and labored piece of work.

Cat. I, 2: *ad mortem te duci—in te conferri pestem.*

Cat. I, 3: *virī fortes—acrioribus suppliciis; civem perniciosum—acerbissimum hostem* (heightened by concinnitas: 2, 5—5, 2 syllables).

Cat. II, 10: *rem publicam fortunatam—praeclaram laudem; vino languidi—conferri cibo* (2, 3—3, 2); *unguentis obliti, debilitati stupris; caedem bonorum—urbis incendia.*

M. L. 45: *Mithridatem insolita—inflammatum victoria* (heightened by assonance and interlaced word order).

Arch. 1: *spatium temporis—pueritiae memoriam.*

Arch. 2: *facultas ingenii—dicendi ratio; quoddam vinculum—cognitione quadam.*

Cat. I, 1, 2(2), 3(2), 4, 5(2), 7, 10, 16, 17, 18, 21(2), 26, 29(2), 30.

Cat. II, 1, 3, 4, 9(2), 10(4), 11, 18, 20, 22, 23(3), 27, 28.

Cat. III, 1, 9(2), 13, 14, 15(2), 19, 24, 26(2), 29.

Cat. IV, 2(2), 4, 7, 8, 9, 12(2), 15, 17(2), 22, 23.

M. L. 2, 4, 6, 9, 11, 12, 15, 16, 23(2), 24, 26, 28(2), 30(2), 31(2), 32, 34, 44, 45(3), 46, 47, 48, 51, 53, 54, 55(2), 60, 61, 63, 64, 65, 66, 71.

Arch. 1, 2(2), 3(2), 5, 6, 8(2), 15, 16(2), 18, 22(2), 27, 29.

### VI. CHOICE OF WORDS.

Since statistics on this topic are rather meaningless, it seems better to show this by the discussion of a noteworthy passage, viz.: M. L., 14, 15.

Cicero is speaking of the danger to the three sources of revenue, the tax on the crops, the registration fee for grazing, and the export duties.

First he says: *Asia tam opima est. ut et ubertate agrorum et varietate fructuum* (crop tax) *et magnitudine pastionis* (grazing fee) *et multitudine earum rerum quae exportentur* (export duties). *antecellat.* Then he continues: *tamen pecuaria relinquitur, agri cultura deseritur, mercatorum navigatio conquiescit.* And he concludes: *neque ex portu neque ex decumis neque ex scriptura cectigal conservari potest.*

Graphically expressed, he has varied the order each time as follows: (a) I, II, III; (b) II, I, III; (c): III, I, II. The reason for this variation is not merely the desire to avoid monotony; for that was already effected



by the choice of different expressions. In (b) the arrangement is both topographic and chronological: cattle are grazed in the outlying districts, whither the invading raiders come first; they then lay waste the cultivated fields, and lastly they reach the sea coast where the harbors are. And this order is exactly reversed in (c), from the point of view of the Roman taxgatherer, who starts his collection at the coast, proceeds to the villages, and finally to the forest pastures.

Finally in (b) there is an admirable harmony between noun and verb: in their panic, the herders flee and leave the cattle behind to shift for themselves (*relinquitur*); the farmers take refuge in the cities, so that the fields are empty of men (*deseritur*); and in the beleaguered sea town, the former noise of the sailors' chanty and the creaking of the winches is absent (*conquiescit*).

That this is not a mere accident, is proven by the parallel from Cat. I, 6, *nox tenebris obscurare, privata domus parietibus continere, illustrantur, erumpunt*, where almost all the school editions call attention to the appropriateness of the choice of the words.

#### VII. CONCINNITAS: The highly artificial correspondence of balanced phrases in the number of syllables.

This expression (as used here) comes from the rhetorical works of Cicero himself. Again statistics would be unsatisfactory, and I prefer to give a number of examples with the number of syllables added in parentheses.

Cat. I, 1: *Quo usque tandem abutere patientia nostra (16)—quam diu etiam furor iste tuus nos eludet? (16).*

4: *ut L. Opimius consul videret—ne quid res publica detrimenti caperet (13, 13, rime).*

4: *clarissimo patre—avo, maioribus (4, 2—2, 4).*

4: *At nos vicesimum iam diem patimur—hebescere aciem horum auctoritatis (13—13, a proof for avoidance of hiatus by slurring in speech).*

5: *non ad deponendam—sed ad confirmandam (6—6).*

5: *castra sunt in Italia—contra populum Romanum—in Etruriae faucibus (8—8—8).*

6: *luce sunt clariora nobis—tua consilia omnia (9—9).*

7: *audaciae satellitem—atque administrum tuae (8—8).*

7: *cum multi principes civitatis Roma non tam sui conservandi—quam tuorum consiliorum reprimendorum causa profugerunt (20—20).*

9: *ubinam gentium sumus? in qua urbe vivimus? quam rem publicam habemus? (8—7—8).*

9: *quos Romae relinqueres—tecum educeres (8—8, rime).*

9: *descripsisti urbis partis ad incendia—confirmasti te ipsum iam esse exiturum (13—13, with slurring of ess (e)).*

9: *illa ipsa nocte—paulo ante lucem (6—6).*

10: *Educ tecum etiam omnis tuos—si minus, quam plurimos; purga urbem (11—11).*

13: *ad audaciam ferrum—ad libidinem facem (6—6).*

15: *aut obscura—aut non multa (4—4).*

#### VIII. HOMOIOTELEUTON: RIME.

Of this conceit Cicero is very fond. Several examples will make the statistics more intelligible:

Cat. I, 1: *egeris, convocaveris, fueris, ceperis—arbitraris.*

7: *tuorum consiliorum reprimendorum.*

8: *audiam, videam, sentiam.*

Cat. II, 14: *eiciebam—videbam; pertimuerit, muta-*

*verit, deseruerit (with chiasmus), abiecerit, convert-erit; non improbum, sed miserum (with concinnitas, 4, 4); diligentissimum—crudelissimum.*

Cat. IV, 5: *iudicavistis, decrevistis, coegistis, iudica(vi)stis (the figure makes this reading preferable to the syncopated form), censuistis, decrevistis.*

M. L. 1: *iucundissimus, amplissimus, ornatis-simus.*

40: *tollenda—visenda (with antithesis).*

Arch. 5: *colebantur—neglegebantur; donaverunt—existimaverunt.*

16: *moderatissimum et continentissimum (concinnitas, 6, 6); fortissimum—doctissimum (4-4)*

Cat. I, 1, 4, 7, 8(2), 9, 10, 12, 15, 18, 19, 21, 20, 25, 27(2), 28, 29, 30, 32, 33.

Cat. II, 1(3), 2, 3(3), 4, 5(2), 6, 7, 8, 10(2), 11(2), 12, 13, 14(4), 15, 18(3), 20(2), 23, 25, 26, 27, 29.

Cat. III, 2(3), 3, 4, 5(2), 6, 8, 15, 16(2), 17, 18, 22, 24, 25, 26(2), 27, 28.

Cat. IV, 4, 5(4), 6, 8, 13, 14, 15, 16, 18.

M. L. 1, 2, 4, 6, 7(2), 8(2), 11, 13(2), 14, 15, 20, 22, 27(2), 28, 29, 30, 31, 32(2), 33(2), 37, 38, 40(2), 41, 46(2), 48, 49, 50, 52, 54, 64, 67, 69.

Arch. 1(2), 4, 5(2), 6, 8, 9, 10, 12(2), 16(2), 17, 18, 22(2), 23, 24(2), 26(3), 29, 31(2).

#### IX. LIBRATION: The balancing of phrases and clauses.

This name was given to the conceit by W. B. Owen, who has treated it well in the introduction to his edition of *De Oratore I* (Sanborn). It means not only the balancing of phrases and clauses, but also includes a figure of which Cicero was much enamored, the so-called *hendiadys*, and the use of two closely related words where one would have sufficed. It is frequent in antithetical expressions and often heightened by alliteration, assonance, and concinnitas. It tends almost to be a fault in Cicero's writings, even though he moderates its excessive use by clever variations. I have collected 54 examples from Cat. I, 81 from Cat. II, 82 from Cat. III, 81 from Cat. IV, 207 from M. L., and 102 from Archias. In view of this enormous number, it seems best to limit this sketch to several examples and to omit the statistics.

Cat. I, 2: *notat et designat; 3: vehemens et grave; 4: mors ac rei publicae poena; inclusum in tabulis—in vagina reconditum (chiasmus); 5: castrorum imperatorem ducemque hostium (chiasmus); 15: sceleris ac furoris—mentem aut timorem (antithesis, chiasmus); 16: excidit et elapsa est (assonance); 18: evertendas perfringendasque (rime); 27: detester ac deprecet (assonance, rime, concinnitas); 33: peste ac perniciē (alliteration); impium ac nefarium (rime).*

Cat. II, 1: *abiit, excessit, evasit, erupit (two verbs of quiet action, two of violent action); also concinnitas, 6, 6). 2: evomuerit, proiecerit; 9: industriae subsidia, instrumenta virtutis (chiasmus).*

Libration of clauses may finally be illustrated by:

Cat. I, 8: *quos—audiam, sed—sentiam; 13: qui non metuat, qui non oderit (5,5); 17: quorum—eorum; 22: dum modo—sejungatur.*

—Ernst Riess, Hunter College, New York.

#### A GOOD SUGGESTION

Isn't it an excellent plan for a teacher of Latin, at intervals, to become a student, in a class, of a language with which she is unfamiliar?

My own experience, as a member of a class in conversational French, gave me a real understanding of that blank expression which often appears on the face of a pupil of whom I may have asked a question.

—M. L. Webster.

## TEACHING LATIN BY THE AID OF ENGLISH

When the learner writes the declension of *porta*, gate, have the declension of "gate" in English put beside it. Ask how we are able to say in three cases that for which the Roman used six.

Notice that *port-arum* is "gates-of" for "of the gates;" that *ama-ba-m* is "loving-was-I" for "I was loving"; that *amav-er-a-t* is only "loved-had-he." Which is the better way of expressing the thought?

Have the learner notice that the normal order in English is, "The good, faithful *pupil studies* his lesson in the morning," an arch with the subject and verb the key stones, while the Roman says, "*Pupil*, good, faithful, in morning, lesson, *studies*," where subject and predicate are the two towers of a suspension bridge.

Show that the meaning in English goes by agreement of ideas and by position, as "The boy strikes the girl." Reverse the order of boy and girl and the case is a far different one. The Roman says, *Puer puellam ferit*, but if he wishes to show his astonishment he says, *Puer ferit puellam*. The Roman, by the freedom of position of his words, can express in writing what we can convey only by the tone of the voice.

A year's study of Latin is worth while if the learner gets little more from it than learning the importance of position in his use of words and phrases in his own tongue. These values of position may be taught in the sentences of the Latin lessons if the teacher knows them. But the teacher will have to be awake to something else than correctly repeated paradigms and the marking of Latin quantities.

—A. W. Burr, Beloit College, Beloit, Wis.

## MATERIAL AVAILABLE FOR DISTRIBUTION

### Mimeographed Material

The numbering is continued from the February issue. This material is lent to teachers upon payment of postage or is sold for five cents per item unless otherwise indicated.

112. Psychological principles of teaching used in the elementary schools, which may be applied to the teaching of Latin, by Mrs. William Caldwell, Fort Worth, Texas.
113. An examination for the Vergil Class; contributed by Helen C. Ellsworth, Athol, Mass.
114. A visit to a Roman house—easy Latin narrative; by Dr. P. J. Downing, Lawrence-Smith School, New York City.
115. A list of words used ten times or more in the first six books of Vergil's Aeneid; contributed by Marie Denneen, University of Minnesota, Minnesota.
116. Historical background of Cicero's oration for the Manilian Law; by Mason D. Gray; a re-print from the NOTES for December, 1924.
117. Picture of Catiline; a reprint from the NOTES for February, 1925. Price 5 cents.

### A CORRECTION:

The references dealing with Roman Religion, appearing in the January issue as item 107, were prepared by Grace L. Gibson and Jennie Lewis of the Waite and Scott High Schools, Toledo.

Number 65 had been withdrawn.

### Latin Notes Supplements

The numbering is continued from previous issues. These Supplements are for sale at the prices indicated.

- VII. A catechism for the progressive Latin teacher, by Dr. Gonzalez Lodge, Teachers College. Price 10 cents; 30 or more, 5 cents each plus postage. Based on the Latin Investigation Report.
- VIII. Latin cross-word puzzles, by Dr. Roland Kent and C. R. J. Scott, University of Pennsylvania. Price 10 cents; 30 or more, 5 cents each plus postage.
- IX. Latin Grammar Speaks—a musical comedy for

Latin pupils, by Julia Frances Wood. This SUPPLEMENT appears in the form of a booklet and will be sold for 25 cents instead of for 15 as listed in the February NOTES. If fifteen or more are ordered, copies may be secured for 20 cents.

- X. Books and other equipment useful to the Latin teacher, by T. Jennie Green, State College for Teachers, Kirksville, Mo. Price 10 cents.

## ANNOUNCEMENTS

A Bulletin entitled *Latin in the Junior High School* will be ready by the end of March. Certain members of Professor Carr's class in the "Teaching of Secondary Latin" at Teachers College in the summer of 1924 are entirely responsible for the preparation of the material. The work was done through committees of which Miss Margaret Englar of the Western High School at Baltimore was the general chairman. The Service Bureau for Classical Teachers greatly appreciates such cooperation and hopes that other Teachers' Classes will follow this excellent example.

By the first of April Mr. A. G. Seiler, 1224 Amsterdam Ave., N. Y., hopes to have in stock a limited number of the Alinari photographs, selected by the Service Bureau.

Instructors in courses for the training of Latin teachers in summer sessions of universities and colleges:

Chicago.....	Marie Denneen
Cornell.....	Mason D. Gray
Indiana.....	Lillian G. Berry
Iowa.....	B. L. Ullman and Lillian Lawler
Michigan.....	W. L. Carr
Missouri.....	Eva Johnston
Pennsylvania.....	Dr. Wren Grinstead
Pittsburg.....	Harry F. Scott
Teachers College.....	Frances E. Sabin
Wisconsin.....	Calla Guyles

## LINES TO BE MEMORIZED FROM THE FIRST SIX BOOKS OF THE AENEID

### BOOK I

1-8, Arma.....Romae; 22, sic.....Parcas; 33, Tantaegentem; 77, mihi.....est; 111, miserabile visu; 199, dabit finem; 203, forsan.....iuvabit; 207, Durate.....secundis; 282, Romanos.....togatam; 303, volente deo; 328, o dea certe; 342, sed.....rerum; 364, dux.....facti; 389, Perge modo; 405, et.....dea; 439, mirabile dictu; 461, 462, Sunt.....tangunt; 515, sed.....turbat; 539, Quod.....hominum; 565, 566, quis.....belli; 574, Tros.....agetur; 600, 601, grates.....nostrae; 604, mens.....recti; 609, 610, Semper.....terrae; 630, Non.....disco; 646, Omnis.....parentis; 678, mea maxima cura.

### BOOK II

1, Conticuere.....tenebant; 6, et.....fui; 9, suadentque.....somnos; 39, Scinditur.....vulgus; 48, 49, equo.....ferentes; 65, 66, et.....omnes; 255, tacitae.....lunae; 317, pulchrumque.....armis; 324-6, Venit.....Teucrorum; 353, 354, moriamur.....salutem; 390, Dolus.....requirat; 402, Heu.....divis; 428, Dis.....visum; 494, Fit via vi; 774, Obstipui.....haesit; 794, Par.....somno.

### BOOK III

39, Eloquar an sileam; 56, 57, Quid.....fames; 60, Omnibus.....animus; 147, Nox.....habebat; 188, Moniti meliora sequamur; 395, Fata—invenient; 619, 620, Ipse.....Sidera; 658, Monstrum.....ademptum.

### BOOK IV

13, Degeneres.....arguit; 174, Fama.....ullum; 175, viresque.....eundo; 296, quis.....amantem; 412, Improbe.....cogis; 440, Fata obstant; 569, 570, Varium.....Femina.

### BOOK V

100, quae.....copia; 104, Expectata.....aderat; 231, possunt.....videntur; 538, Ferre.....amoris; 616, vox.....una; 638, Iam.....res; 710, Quidquid.....est.

### BOOK VI

95, 96, Tu.....sinet; 126—129, facilis.....labor est; 258, Procul.....profani; 304, sed.....senectus; 370, Da.....misero; 438, Fas obstat; 664, Quique.....merendo; 806, Et.....factis; 847-854, Excudent.....superbos; 883, Manibus.....plenis; 901, Ancora.....puppis.

—M. Julia Bentley, Hughes High School, Cincinnati, Ohio.